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Montana English Language Proficiency Standards and Abbreviations October 2011

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

Montana English Language Proficiency Performance Definitions

October 2011

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none">specialized or technical language reflective of the content areas at grade levela variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade leveloral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none">specialized or technical language of the content areasa variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reportsoral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none">specific and some technical language of the content areasa variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphsoral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none">general and some specific language of the content areasexpanded sentences in oral interaction or written paragraphsoral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Emerging	<ul style="list-style-type: none">general language related to the content areasphrases or short sentencesoral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none">pictorial or graphic representation of the language of the content areaswords, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive supportoral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support